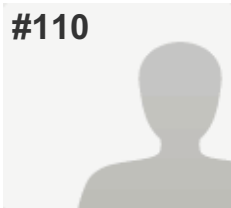


#110

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, July 20, 2016 2:09:59 PM**Last Modified:** Wednesday, July 20, 2016 2:49:05 PM**Time Spent:** 00:39:05**IP Address:** 63.234.150.207

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Q1: Name of School District:	Dubuque Community Schools
Q2: Name of Superintendent	Stan Rheingans
Q3: Person Completing this Report	Phil Kramer

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Q4: 1a. Local TLC Goal	<i>Respondent skipped this question</i>
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Q5: 1b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
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Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
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Q7: 2a. Local TLC Goal

Do Teacher Leaders know, use and implement the Standards for Quality Professional Learning with fidelity and competence?

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Implementation of the standards for professional learning was measured by peer feedback, teacher leader evaluation and the SAI-II survey.

Teachers completed peer feedback forms for teacher leaders in at least two sessions for which they provided leadership during the year. Teacher leaders used this feedback to improve the quality of their delivery of professional learning.

Teacher leader evaluations were lead by administrators in the spring and each standard for professional learning was rated and discussed. Each standard was evaluated and discussed based on peer feedback, administrator observation and teacher leader reflection.

The SAI-II survey was completed in March of 2016. Results were compared with the previous two years. Analysis of results for the 2016 year revealed commendable growth in the three areas of; learning designs, resources and outcomes. The area 4 areas remained highly rated.

Q10: 3a. Local TLC Goal	<i>Respondent skipped this question</i>
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Impact of TLC Plan - 2015-2016

Q11: 3b. To what extent has this goal been met?

Respondent skipped this question

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q13: 4a. Local TLC Goal

As a result of Teacher Leader opportunities, does each school know, implement and demonstrate the benchmarks of highly effective schools?

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

A survey of the benchmarks of highly effective schools was conducted in each school during the 2014-2015 school year. During the 2015-2016 school year schools analyzed the survey results. From these results the decision was made that the district would begin the process of implementing Collaborative Inquiry from Research for Better Teaching. Teacher leaders and administrators received training and all schools participated. Implementation was closely monitored in every school by a combined team of district personnel and RBT consultants. Teacher leaders played key roles in the training and implementation with school faculties as well as follow-up in making instructional improvements based on data analysis.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Respondent skipped this question

Q17: 5b. To what extent has this goal been met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

In light of this evaluation form we will make the following adjustments:

1. Modify the peer feedback process
2. Modify the teacher leader evaluation process
3. Refine the role and function of selected teacher leader positions.
4. Change our goal statements to more closely align with the Teacher Leadership and Compensation evaluation process and to promote continued refinement of the district's TLS.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

A highlight of our year was a visit by the Governor Branstad, Lieutenant Governor Reynolds, State Educational Advisor Fandell, and State Education Director Wise when we were able to showcase the successful implementation of the TLS in the Dubuque Community Schools. Noteworthy was the collaboration among 12 different teacher leader roles, the services for teachers including new teacher mentoring, and the greatly increased collaboration between teacher leaders and administrators at both the school and district levels.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.